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ABSTRACT

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the teacher assistant program. Presented in the introduction are a program description and suggested course sequence. Section I is a curriculum guide consisting of outlines for each of the following postsecondary teacher assistant program courses: early childhood education; assisting with the special child; receptive and expressive language arts skills; health, nutrition, and safety for the elementary child; directing activities for the elementary child; practicum I, methods and materials in handwriting; methods and materials in reading; methods and materials in mathematics; use of media and resources; educational planning; and practicum II. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section II. Appended are lists of related academic topics and workplace skills for the 21st century and a student competency profile for the postsecondary teacher assistant program. (MN)

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Mississippi Curriculum Framework for Teacher Assistant

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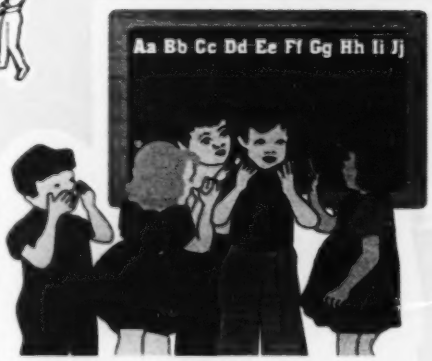

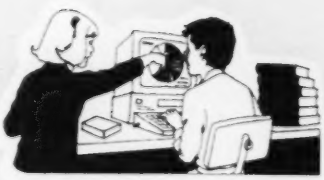

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Postsecondary
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1995

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CURRICULUM FRAMEWORK

FOR

POSTSECONDARY TEACHER ASSISTANT PROGRAMS

(CIP: 13.1501 - Teacher Assistant/Aide)

POSTSECONDARY PROGRAMS 1995

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FOREWORD

In order to survive in today's global economy, businesses and industries have had to adopt new practices and procedures. Total quality management, statistical process control, participatory management, and other concepts of high performance work organizations are practices by which successful companies survive. Employers now expect their employees to be able to read, write, and communicate effectively; solve problems and make decisions; and interact with the technologies that are prevalent in today's workplace. Vocational-technical education programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflect these changes in the workplace and a number of other factors that impact on local vocational-technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U. S. Departments of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses which focus on the development of occupational competencies. Each vocational-technical course in this sequence has been written using a common format which includes the following components:

- Course Name - A common name that will be used by all community/junior colleges in reporting students.
- Course Abbreviation - A common abbreviation that will be used by all community/junior colleges in reporting students.
- Classification - Courses may be classified as:
  - Vocational-technical core - A required vocational-technical course for all students.
  - Vocational-technical elective - An elective vocational-technical course.
  - Related academic course - An academic course which provides academic skills and knowledge directly related to the program area.
  - Academic core - An academic course which is required as part of the requirements for an Associate degree.
- Description - A short narrative which includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester.

- Prerequisites - A listing of any prerequisite courses that must be taken prior to or on enrollment in the course.
- Competencies and Suggested Objectives - A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies.

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For example, in a four semester hour course consisting of 30 hours lecture and 120 hours of laboratory activities, approximately 22 hours of lecture and 90 hours of lab should be taken by the competencies and suggested objectives identified in the course framework. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area.

- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:

- 3 semester credit hours Math/Science Elective
- 3 semester credit hours Written Communications Elective
- 3 semester credit hours Oral Communications Elective
- 3 semester credit hours Humanities/Fine Arts Elective
- 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational-technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
  - students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction, and
  - students who cannot demonstrate mastery of this content will be given the opportunity to do so.

- The roles of the Baseline Competencies are to:
  - Assist community/junior college personnel in developing articulation agreements with high schools, and
  - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts

- The Baseline Competencies may be taught as special "Introduction" courses for 3-6 semester hours of institutional credit which will not count toward Associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the "Introduction" courses or may offer the competencies through special projects or individualized instruction methods.

- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

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TEACHER ASSISTANT
PROGRAM DESCRIPTION

The Teacher Assistant Curriculum is a one-year (two-semester) program of study which requires a minimum of 36 semester hours. Related education in the areas of employability skills, language and communication skills, and mathematics skills is a requirement of the program. Successful completion of the Teacher Assistant curriculum results in the student's being awarded a certificate.

The program is designed to prepare individuals to work as assistant teachers in elementary classrooms. Instructional programs include classroom instruction, laboratory experiences, and field work in the elementary school. Students should develop competencies which enable them to provide assistance to the classroom teacher in the elementary school. Included is the study of:

Psychological development of children
Learning experiences of elementary children
Behavior guidance
Health, nutrition, and safety of elementary children
Child abuse and neglect
Regulations and policies relating to elementary children
Creating and using resource materials

Jobs are available for teacher assistants in public, private, or parochial elementary school programs.

Jobs titles include, but are not limited to:

- Pre-school teacher
- Teacher assistant
- After- and before-school caregiver

TEACHER ASSISTANT

SUGGESTED COURSE SEQUENCE*

FIRST YEAR

3 sch	Early Childhood Education (TAV 1113)	2 sch	Methods and Materials in Handwriting (TAV 1612)
3 sch	Assisting with the Special Child (TAV 1213)	4 sch	Methods and Materials in Reading (TAV 1624)
3 sch	Receptive and Expressive Language Arts Skills (TAV 1313)	3 sch	Methods and Materials in Mathematics (TAV 1633)
3 sch	Health, Nutrition, and Safety for the Elementary Child (TAV 1413)	3 sch	Use of Media and Resources (TAV 1713)
3 sch	Directing Activities for the Elementary Child (TAV 1513)	3 sch	Educational Planning (TAV 1813)
3 sch	Practicum I (TAV 1913)	3 sch	Practicum II (TAV 1923)
18 sch		18 sch	

* Students who lack entry level skills in math, English, science, etc., will be provided related studies.

SECTION I:

CURRICULUM GUIDE

FOR

POSTSECONDARY TEACHER ASSISTANT PROGRAMS

Course Name: Early Childhood Education

Course Abbreviation: TAV 1113

Classification: Vocational-Technical Core

Description: This course is designed as an introduction to early childhood education and the role and responsibility of the teacher assistant. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Recognize and use early childhood education terminology.
   a. Define selected educational terminology.
   b. Match educational terms and their meanings.
   Related Academic Topics (See Appendix A): C1, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Review and practice school district regulations, procedures, policies, and responsibilities.
   a. Recognize regulations, procedures, and policies as stated in the school district handbook.
   b. Cite the responsibilities of the teacher assistant.
   c. Cite the responsibilities of the building teacher.
   d. Cite the responsibilities of the building principal.
   e. List the appropriate course of action when dealing with visitors in the school.
   Related Academic Topics (See Appendix A): C1, C6
   Workplace Skills (See Appendix B): WP2, WP6
3. Identify the effects of Federal and State legislation on school districts.
   a. List the improvements in public education as a result of the Mississippi Education Reform Act of 1982.
   b. Identify the privacy rights of students as a result of the Family Educational Rights and Privacy Act of 1974.
   Related Academic Topics (See Appendix A): C1, C6
   Workplace Skills (See Appendix B): WP2, WP6
4. Identify responsibilities of teacher assistants for protecting children's safety.
   a. List the appropriate course of action in a tornado drill.
   b. List the appropriate course of action in a fire drill.
   Related AcademicTopics: C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6

5. Describe how cognitive development and environment affect learning.
   a. Discuss the various types of learners including visual, auditory, and kinesthetic.
   b. Describe how children learn as they interact with their environment.

   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6

Course Name: Assisting with the Special Child

Course Abbreviation: TAV 1213

Classification: Vocational-Technical Core

Description: A review of the characteristics of the normal, exceptional, abused, and/or neglected child. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Recognize and use terminology related to special education.
   a. Define educational terms related to the special education of the elementary child.
   b. Match educational terms and their meanings.

   Related Academic Topics (See Appendix A): C1, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Identify characteristics of elementary grade children including physical, emotional, social, and intellectual development.
   a. Identify characteristics of the normal child in the elementary grade in reference to physical, emotional, social, and intellectual development.
   b. Identify characteristics of the exceptional child in the elementary grades in reference to physical, emotional, social, and intellectual development.
   c. List the appropriate course of action when dealing with violent behavior of a student.

   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6
3. Identify characteristics of abused and/or neglected children including physical, emotional, social, and intellectual development.
   a. Identify characteristics of abused and/or neglected children including physical, emotional, social, and intellectual development.
   b. Distinguish between abuse and neglect.
   c. Report possible abused children.

   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6
4. Recognize policies, procedures, and resources that provide for special children's educational needs.
   a. Identify policies and procedures for providing for children's educational needs.

b. Recognize possible resources which could be used to assist the individual special child.

Related Academic Topics (See Appendix A): C1, C2, C6
Workplace Skills (See Appendix B): WP2, WP6

5. Describe learning styles exhibited by special children.
   a. Give examples of different learning styles exhibited by special children.
   b. Create a learning style project that relates to a special child.

Related Academic Topics (See Appendix A): C1, C2, C6
Workplace Skills (See Appendix B): WP2, WP6

Course Name: Receptive and Expressive Language Arts Skills

Course Abbreviation: TAV 1313

Classification: Vocational/Technical Core

Description: A course designed for personal skills development in the areas of oral reading, reading comprehension, effective listening, nonverbal communication, oral and written language, and oral presentations. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Demonstrate development of oral reading skills.
   a. Define educational terms as related to receptive and expressive language arts.
   b. Read a given passage orally with clarity to include adequate volume, correct speed, and proper enunciation.
   c. Repeat and execute a series of oral directions.

   Related Academic Topics (See Appendix A): C1, C2, C5
   Workplace Skills (See Appendix B): WP2, WP6
2. Discuss reading comprehension in elementary grade children.
   a. Differentiate between reading comprehension and reading recognition.
   b. Discuss the various methods of testing reading comprehension.

   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6
3. Discuss factors affecting the development of listening skills.
   a. List factors affecting the development of listening.
   b. Demonstrate the ability to teach effective listening skills to elementary age children.

   Related Academic Topics (See Appendix A): C1, C3, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
4. Describe and apply various forms of effective communication skills.
   a. Cite examples of nonverbal communication.
   b. Prepare and present a creative fingerplay with enthusiasm and expression.
   c. Demonstrate techniques for reading a book to children.
   d. Describe the criteria for book selection.
   e. Identify errors in an elementary student's composition.
   f. Prepare and present a puppet show with enthusiasm and expression.

   Related Academic Topics (See Appendix A): C1, C2, C3, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Health, Nutrition, and Safety for the Elementary Child

Course Abbreviation: TAV 1413

Classification: Vocational-Technical Core

Description: An introduction to the concepts of health, safety, and nutrition and their relationship to early childhood education. It is intended to help adults assist children to develop good habits and attitudes, and to assume lifelong responsibility for their own well-being. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Review the concepts of health, safety, and nutrition as they relate to elementary age children.
   a. Describe the interrelationships of health, safety, and nutrition.
   b. Define common communicable diseases.
   c. Describe chronic conditions that affect a child's health.
   d. Develop an activity for teaching health, safety, or nutrition.
   Related Academic Topics (See Appendix A): C1, C2, C6, C2, S8
   Workplace Skills (See Appendix B): WP2, WP6
2. Discuss the teacher assistant's role and responsibilities in child safety.
   a. Determine the teacher assistant's role and responsibilities as they relate to management of accidental injuries and illness.
   b. Describe ways of making a child's environment safe.
   c. State the difference between emergency care and first aid.
   d. Complete a course in CPR.
   e. Complete a course in first aid.
   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
3. Review nutritional needs for the elementary age child.
   a. Determine nutritional health habits that will improve the quality of life for the elementary child.
   b. Classify and identify foods according to the basic food groups.
   c. Describe nutrients as they relate to growth of body tissues and body functions.
   d. Plan, prepare, and evaluate nutritional snacks for elementary children.
   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Directing Activities for the Elementary Child

Course Abbreviation: TAV 1513

Classification: Vocational-Technical Core

Description: A course designed to familiarize the students with an understanding of the artistic, physical, and musical development of the elementary child and the appropriate applications of methods and materials used for activities in the elementary classroom. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Determine developmentally appropriate art activities for the elementary child.
   a. State criteria or guidelines for elementary art activities.
   b. State safety guidelines when directing art activities.
   c. Give examples of art activities as they relate to physical, motor, intellectual, and social development.
   d. Plan and implement developmentally appropriate art experiences for the elementary child.

   Related Academic Topics (See Appendix A): C1, C2, C6, S8
   Workplace Skills (See Appendix B): WP2, WP6
2. Determine developmentally appropriate physical activities for the elementary child.
   a. Identify patterns and stages of motor development of the elementary child as they relate to physical education.
   b. State safety guidelines when directing physical education.
   c. Cite the importance of play.
   d. Plan and demonstrate physical motor activities for the elementary child.

   Related Academic Topics (See Appendix A): C1, C2, C6, S8
   Workplace Skills (See Appendix B): WP2, WP6
3. Determine developmentally appropriate musical activities for the elementary child.
   a. List objectives of a music program.
   b. Create movement activities.
   c. List ways rhythm instruments are used.
   d. Plan and demonstrate an appropriate musical activity for the elementary child.

   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6

Course Name: Practicum I

Course Abbreviation: TAV 1913

Classification: Vocational-Technical Core

Description: The student will spend scheduled time in classrooms for supervised learning experiences and will observe and record the daily aspects of the elementary instructional program within the classroom. (3 sch: 6 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Recognize that the practicum experience integrates practicing skills, documenting daily activities, and writing reports.
   a. Complete all practicum objectives using a checklist.
   b. Demonstrate ability to record accurate documentation of daily classroom activities.
   c. Make weekly written reports to instructor on activities performed and accomplishment of objectives.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S1, S8
   Workplace Skills (See Appendix B): WP2, WP3, WP6
2. Develop basic employability skills.
   a. Demonstrate skills necessary for job performance.
   b. Perform duties in a thorough, accurate, and timely manner.
   c. Demonstrate punctuality and dependability.

   Related Academic Topics (See Appendix A): C1, C4, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Methods and Materials in Handwriting

Course Abbreviation: TAV 1612

Classification: Vocational-Technical Core

Description: A course designed to familiarize the students with the methods and materials used in handwriting instruction and the appropriate applications. (2 sch: 1 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Discuss and apply methods and materials used in handwriting instruction.
   a. Demonstrate the mastery of selected handwriting terms.
   b. List the elements of handwriting.
   c. Distinguish between the correct and incorrect elements of handwriting.
   d. Describe the correct body and paper position when writing in manuscript.
   e. Demonstrate the proper formation of numbers, manuscript handwriting, and cursive handwriting on writing paper.
   f. Describe the correct body and paper position when writing in cursive.
   g. Demonstrate the proper formation of numbers, manuscript handwriting, and cursive handwriting on the chalkboard.
   h. Prepare and present an activity for reinforcing elements of good handwriting.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Methods and Materials in Reading

Course Abbreviation: TAV 1624

Classification: Vocational-Technical Core

Description: This course is designed to introduce the student to the methods and materials used in reading instruction and the appropriate applications in the elementary classroom. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Discuss and apply methods and materials used in reading instruction.
   a. Define selected reading terms.
   b. Discuss various aspects of reading readiness.
   c. Prepare and present a learning activity on reading readiness.
   d. Correctly produce all phonemes.
   e. Apply phonics generalization to decode words.
   f. Apply syllabication rules to decode words.
   g. Prepare and present an activity for developing vocabulary.
   h. Prepare and present a reading comprehension activity.
   i. Prepare and present a flannel board story.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Methods and Materials in Mathematics

Course Abbreviation: TAV 1633

Classification: Vocational-Technical Core

Description: A course designed to familiarize the student with the methods and materials used in mathematics instruction and appropriate applications. The student will understand and apply basic math concepts. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Discuss and apply methods and materials used in mathematics instruction.
   a. Demonstrate the mastery of selected mathematics terms.
   b. Demonstrate the use of selected math teaching aids.
   c. Describe guidelines for planning mathematical experiences.
   d. Prepare and present a math learning activity.
   e. Describe activities for teaching addition and subtraction skills at the elementary level.
   f. Plan and implement one activity for teaching addition/subtraction skills.
   g. Describe activities for teaching classifying, comparing, and ordering skills.
   h. Plan and implement one activity for teaching classifying, comparing, and/or ordering skills.
   i. Describe activities for teaching measurement, geometry, and fractions.
   j. Plan and implement one activity for teaching measurement, geometry, and fractions.
   k. Demonstrate competency of math skills taught on the elementary level.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6, M1, M2, M4, M5

   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Use of Media and Resources

Course Abbreviation: TAV 1713

Classification: Vocational-Technical Core

Description: A course designed to teach the student to create and use resource materials effectively. Emphasis will be placed on proper use of audiovisual and office equipment for development and use of instructional materials. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Demonstrate the use of media and resources.
   a. Demonstrate the mastery of selected media and resource terms.
   b. Identify copyright law information as it relates to media and resources.
   c. Identify and operate the following equipment:
      i. paper cutter
      ii. hole puncher
      iii. slide projector
      iv. filmstrip projector
      v. cassette player
      vi. record player
      vii. duplicating machine
      viii. photocopy machine
      ix. thermofax machine
      x. microcomputer
      xi. videotape player
      xii. tv monitor
      xiii. laminating machine
      xiv. calculator - 10 digit
   d. Select and properly use commercial learning games and materials.
   e. Prepare and present a learning center.
   f. Design and exhibit a bulletin board.

   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6

Course Name: Educational Planning

Course Abbreviation: TAV 1813

Classification: Vocational-Technical Core

Description: This course will introduce the student to the scope and sequence of elementary curricula. Emphasis will be placed on the educational planning process, the use of written, audiovisual, and computer based instructional materials, and classroom organization. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Review the educational planning process.
   a. Define educational terms as related to educational planning.
   b. Participate in the instructional planning process under teacher direction.
   c. Identify the components of a lesson plan.
   d. Assist teacher in implementing the components of a lesson plan.
   e. Identify techniques of keeping students on task.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
2. Use written and computer based instructional materials to promote individualized instruction.
   a. Assist students with reading skills problems.
   b. Assist students with basic skills problems.
   c. Assist students with manual writing skills.
   d. Assist students with operation of computer based programs in reading, basic skills, and writing.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
3. Use audiovisual, written, and computer based instructional materials to promote small group instruction.
   a. Operate audiovisual equipment for small group instruction.
   b. Assist students with reading skills problems.
   c. Assist students with basic skills problems.
   d. Assist students with manual writing skills.
   e. Assist students with operation of computer based programs in reading, basic skills, and writing.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
4. Maintain organization of the classroom setting.
   a. Share in keeping records as directed by teacher.

b. Display student's work around the room.
c. Pass out and collect student papers.
d. Assist teacher in preparation of instructional materials such as stencils, charts, posters, etc.
e. Assist teacher in correcting student work including grading papers.
f. Monitor and give student tests.
g. Identify the components of effective classroom management.

Related Academic Topics (See Appendix A): C1, C2, C4, C6
Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Practicum II

Course Abbreviation: TAV 1923

Classification: Vocational-Technical Core

Description: The student will spend scheduled time in the elementary classroom for supervised learning experiences and will observe and record the daily aspects of the elementary instructional program within the classroom. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Recognize that the practicum experience integrates practicing skills, documenting daily activities, and writing reports.
   a. Complete all objectives using a checklist specific for Practicum II.
   b. Demonstrate ability to record accurate documentation of daily classroom activities.
   c. Make weekly written reports to instructor on activities performed and accomplishment of objectives.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, S8
   Workplace Skills (See Appendix B): WP2, WP3, WP6
2. Develop advanced employability skills.
   a. Demonstrate skills necessary for job performance.
   b. Perform duties in a thorough, accurate, and timely manner.
   c. Demonstrate punctuality and dependability.
   d. Demonstrate mastery of skills necessary for job applications, interviews, and employer-employee relationships.

   Related Academic Topics (See Appendix A): C1, C4, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

SECTION II:

RECOMMENDED TOOLS AND EQUIPMENT

RECOMMENDED TOOLS AND EQUIPMENT

1. Opaque projector (1 per program)
2. Video recorder (1 per program)
3. Phonograph with carrying case (1 per program)
4. 24" paper cutter (1 per program)
5. Flip chart (1 per program)
6. 35mm camera (1 per progam)
7. Tape recorder/CD player (1 per program)
8. Lettering machine (1 per program)
9. Microwave (1 per program)
10. Electric oven (1 per program)
11. Bulletin boards, wall mounted (3 per program)
12. Dry mount/laminating Press (1 per program)
13. Calculator (1 per 4 students)
14. Bulletin board paper holder (1 per program)
15. Flannel board (1 per program)
16. Puppet stage (1 per program)
17. Iron (1 per program)
18. Photocopy machine (Access required)

INSTRUCTIONAL AIDS

1. Mobile desk station for computer
2. Mobile video cart
3. Color PC computer with accessories
4. Printer with accessories
5. Bookcase
6. Electric typewriter (dual pitch)
7. Television (1 per program)
8. Paper punch, 3 hole (1 per program)
9. Projector, overhead (1 per program)
10. Screen, projector (1 per program)
11. Projector, filmstrip (1 per program)
12. Storage cabinets (2 per program)
13. Materials storage cabinet (1 per program)
14. Kitchen utensils (1 assorted set per program)

Suggested References:

Reference Book Library (350 books) (1 set per program)
Early Childhood Practicum Guide (1 per program)
Early Childhood Experiences in Language Arts (1 per program)
Creative Activities for Children in the Early Primary Grades (1 per program)

Zaner Bloser Handwriting Kit (1 per program)
The Sound Way I and II (Phonics) (1 each per program)
SAT Testing Kit (1 per program)
Math Materials (Abacus, Clocks, Blocks, Money, etc.) (1 assorted set per program)
Paraprofessional Kit (1 per program)

Software:

First Choice (1 per computer)

Videos:

Learning Disabilities (1 per program)
The Creative Curriculum (1 per program)
Attention Deficit Disorders (Access Required)
Understanding ADD (Access Required)
The School's Role in ADD (Access Required)
CPR (American Heart Association version) (Access Required)
Job Interview (Access Required)

Records:

Children's Albums (10 per program)

Tape:

Learning to Listen in the Classroom (1 per program)

Tapes/Films: (1 each per program)

A Common Sense Approach to Listening
How Reading Skills Can Be Reinforced by Handwriting Instruction

APPENDIX A:

RELATED ACADEMIC TOPICS

APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.

C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

RELATED ACADEMIC TOPICS FOR MATHEMATICS

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make,and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.

S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
S8.02 Observe and practice safe procedures in the classroom and laboratory.
S8.03 Demonstrate proper use and care for scientific equipment.
S8.04 Investigate science careers, and advances in technology.
S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

APPENDIX B:

WORKPLACE SKILLS

APPENDIX B
WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

APPENDIX C:

STUDENT COMPETENCY PROFILE

STUDENT COMPETENCY PROFILE

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each course. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the program.

In the blank before each competency, place the date on which the student mastered the competency.

Early Childhood Education (TAV 1113)

_____ 1. Recognize and use early childhood education terminology.
_____ 2. Review and practice school district regulations, procedures, policies, and responsibilities.
_____ 3. Identify the effects of Federal and State legislation on school districts.
_____ 4. Identify responsibilities of teacher assistants for protecting children's safety.
_____ 5. Describe how cognitive development and environment affect learning.

Assisting with the Special Child (TAV 1213)

_____ 1. Recognize and use terminology related to special education.
_____ 2. Identify characteristics of elementary grade children including physical, emotional, social, and intellectual development.
_____ 3. Identify characteristics of abused and/or neglected children including physical, emotional, social, and intellectual development.
_____ 4. Recognize policies, procedures, and resources that provide for special children's educational needs.
_____ 5. Describe learning styles exhibited by special children.

Receptive and Expressive Language Arts Skills (TAV 1313)

_____ 1. Demonstrate development of oral reading skills.
_____ 2. Discuss reading comprehension in elementary grade children.
_____ 3. Discuss factors affecting the development of listening skills.
_____ 4. Describe and apply various forms of effective communication skills.

Health, Nutrition, and Safety for the Elementary Child (TAV 1413)

_____ 1. Review the concepts of health, safety, and nutrition as they relate to elementary age children.
_____ 2. Discuss the teacher assistant's role and responsibilities in child safety.
_____ 3. Review nutritional needs for the elementary age child.

Directing Activities for the Elementary Child (TAV 1513)

_____ 1. Determine developmentally appropriate art activities for the elementary child.
_____ 2. Determine developmentally appropriate physical activities for the elementary child.
_____ 3. Determine developmentally appropriate musical activities for the elementary child.

Practicum I (TAV 1913)

_____ 1. Recognize that the practicum experience integrates practicing skills, documenting daily activities, and writing reports.
_____ 2. Develop basic employability skills.

Methods and Materials in Handwriting (TAV 1612)

_____ 1. Discuss and apply methods and materials used in handwriting instruction.

Methods and Materials in Reading (TAV 1624)

_____ 1. Discuss and apply methods and materials used in reading instruction.

Methods and Materials in Mathematics (TAV 1633)

_____ 1. Discuss and apply methods and materials used in mathematics instruction.

Use of Media and Resources (TAV 1713)

_____ 1. Demonstrate the use of media and resources.

Educational Planning (TAV 1813)

_____ 1. Review the educational planning process.
_____ 2. Use written and computer based instructional materials to promote individualized instruction.
_____ 3. Use audiovisual, written, and computer based instructional materials to promote small group instruction.
_____ 4. Maintain organization of the classroom setting.

Practicum II (TAV 1923)

_____ 1. Recognize that the practicum experience integrates practicing skills, documenting daily activities, and writing reports.
_____ 2. Develop advanced employability skills.